

SECRETARY OF THE SENATE
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SUBMIT DIRECTLY TO THE OFFICE OF PUBLIC RECORDS IN 232 HART BUILDING

71/22/16
(Date)


(Signature of Traveler)

06719

Employee Post-Travel Disclosure of Travel Expenses

Date/Time Stamp:

Post-Travel Filing Instructions: Complete this form within 30 days of returning from travel. Submit all forms to the **Office of Public Records in 232 Hart Building**.

In compliance with Rule 35.2(a) and (c), I make the following disclosures with respect to travel expenses that have been or will be reimbursed/paid for me. I also certify that I have attached:

- ☐ The **original** *Employee Pre-Travel Authorization* (Form RE-1), **AND**
☐ A **copy** of the *Private Sponsor Travel Certification Form* with all attachments (itinerary, invitee list, etc.)

Private Sponsor(s) (list all): National Association for the Education of Homeless Children and Youth

Travel date(s): October 30-31, 2016

Name of accompanying family member (if any): _____

Relationship to Traveler: ☐ Spouse ☐ Child

IF THE COST OF LODGING DID NOT INCREASE DUE TO THE ACCOMPANYING SPOUSE OR DEPENDENT CHILD, ONLY INCLUDE LODGING COSTS IN EMPLOYEE EXPENSES. (Attach additional pages if necessary.)

Expenses for Employee:

	Transportation Expenses	Lodging Expenses	Meal Expenses	Other Expenses (Amount & Description)
<input type="checkbox"/> Good Faith Estimate	\$278.20	\$151.12	\$25.00	
<input type="checkbox"/> Actual Amount				

Expenses for Accompanying Spouse or Dependent Child (if applicable):

	Transportation Expenses	Lodging Expenses	Meal Expenses	Other Expenses (Amount & Description)
<input type="checkbox"/> Good Faith Estimate				
<input type="checkbox"/> Actual Amount				

Provide a description of all meetings and events attended. See Senate Rule 35.2(c)(6). (Attach additional pages if necessary.): On October 30th, attended the general session luncheon on Sunday, October 30th and two concurrent sessions (legislation related to homelessness

school-housing partnerships. On October 31, attended a concurrent session featuring homeless youth discussions.

11/22/16
(Date)

Allie Kimmel
(Printed name of traveler)

Allie Kimmel
(Signature of traveler)

TO BE COMPLETED BY SUPERVISING MEMBER/OFFICER:

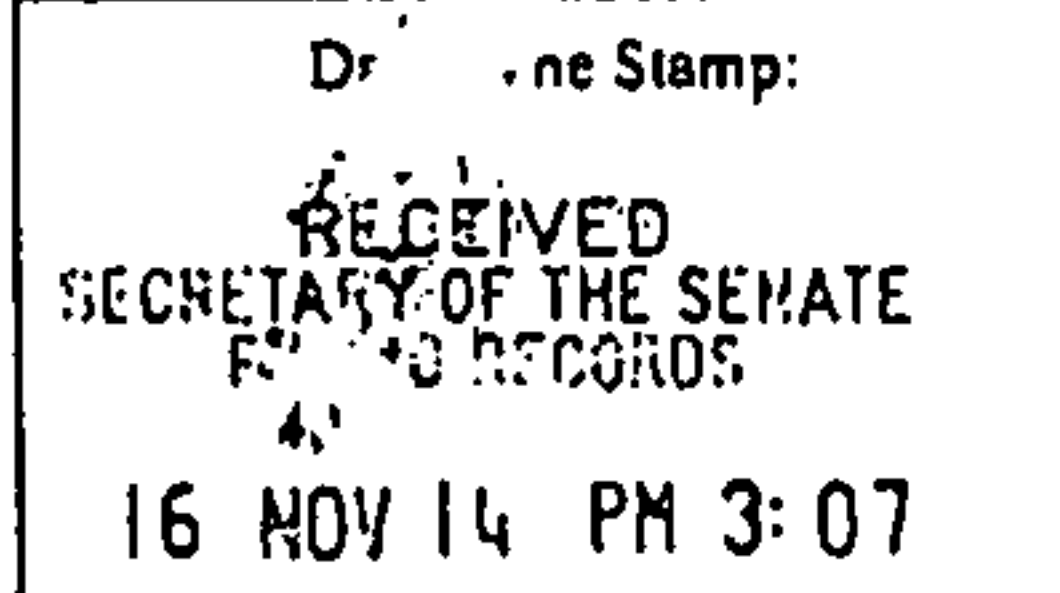
I have made a determination that the expenses set out above in connections with travel described in the *Employee Pre-Travel Authorization* form, are necessary transportation, lodging, and related expenses as defined in Rule 35.

11/22/16
(Date)

Patty Murray
(Signature of Supervising Senator/Officer)

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Allie Kimmel
(Printed name of traveler)

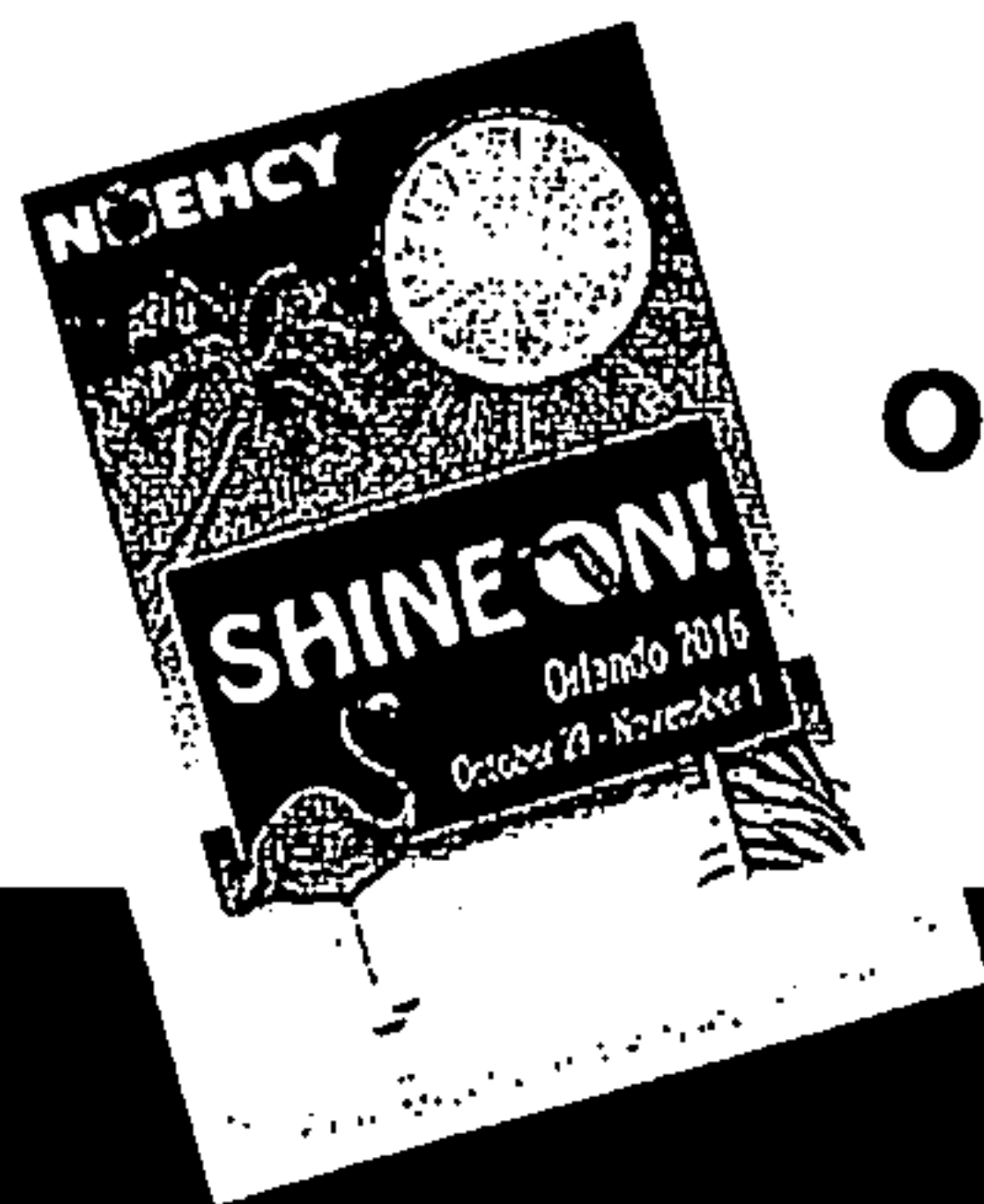
[Signature]
(Signature of traveler)

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[Signature]
(Signature of Supervising Senator/Officer)



2016 NAEHCY Conference October 29-November 1, 2016 Orlando, Florida

Concurrent Sessions as of August 24, 2016

Note: Room assignments may change. The final schedule of concurrent sessions will be posted with the final conference program on the NAEHCY web site at <http://naehcy.org/conference/conference>

Concurrent Sessions 1: Sunday, October 30, 2016 - 10:00 - 11:15 a.m.

Creating a Safe Place for Unaccompanied Homeless Youth: Incorporating the Voice of Youth in Program Planning

Room: Regency Q

Amy Jimenez, MSW Community Practice Intern, Waco ISD Homeless Outreach/ The Cove, Waco, TX

Cheryl Pooler, District Homeless Liaison, Waco ISD Homeless Outreach, Waco, TX

This presentation explores how to incorporate the voices of youth to guide support services for youth experiencing homelessness. Practical examples will highlight how The Cove, a new after-school nurturing center for unaccompanied homeless youth in Waco, Texas, incorporates the voices of youth in planning and in the development of the organization. This presentation will discuss the research findings of surveys and interviews with youth, The Cove's Student Advisory Committee, and how to utilize a strengths-based perspective to maximize the expertise of the youth being served. The session will also discuss the goals of The Cove, including college-readiness, access to basic needs, mentors, and positive youth development programming.

Finding Your Second Wind: A Little Inspiration and Self-Care

Room: Regency P

Beth McCullough, Homeless Education Coordinator, Adrian Public Schools, Adrian, MI

We all hear it: "That is such wonderful work, but how do you sleep at night?" How we sleep at night is by taking care of ourselves. If you have suffered a little burn-out on the job, maybe you need to find your second wind. Fifteen years in the field of homeless education, and a lot of research, has taught me to

emotional lives of gifted children, the psychology of gifted children including personality differences, the phenomenology of giftedness, and suicidology concerns of gifted individuals. Let's get the conversation going!

Host Homes in Higher Education: A Homeless Student's Perspective and a Sample Program Framework

Room: Manatee Spring II

Jordyn Roark, Host Haven Coordinator, University of North Carolina at Pembroke, Pembroke, NC

It is important to focus on continuity of services for McKinney-Vento students who progress to higher education. Two significant gaps in services that have been identified are housing and support. To address these gaps, Jordyn Roark, a Junior at the University of North Carolina at Pembroke, has developed and implemented a Host Home program in her community. This session will present the framework of Jordyn's program, address liability and implementation issues that occurred, discuss the needs of independent students in higher education, and provide a unique perspective from Jordyn who has experienced the transition to higher education while facing homelessness.

Shining a Light on Chronic Absenteeism

Room: Barrel Spring

Kim Snell, ATLAS Liaison, Rutherford County Schools, Murfreesboro, TN

Sherrye Teague School Counselor, Rutherford County Schools, Murfreesboro, TN

Chronic absenteeism is a strong contributor to low academic achievement in students and a powerful predictor of students who will drop out of school. The national initiative "Every Student, Every Day" has been established to help address chronic absenteeism. The ICPH report, "Empty Seats" describes the epidemic of absenteeism among homeless elementary school students. In this session, you will learn strategies to devise a plan that will work to reduce homeless students' absenteeism in your individual school.

The Balancing Act: How to Mediate Disputes Without Alienating Parents or School Staff

Room: Silver Spring

Catherine Knowles, Homeless Education Program, Supervisor Metropolitan Nashville Public Schools, Nashville, TN

Do you ever get calls from school staff members who "just know" that a student is not really homeless? Are you often asked to "investigate" claims of homeless status? Mediating disputes related to McKinney-Vento eligibility and school selection are crucial responsibilities for homeless liaisons, but the process can be contentious and time consuming. This session will focus on concrete and practical strategies that liaisons can use to mediate disputes between families or youth and schools in a manner that is not only respectful and non-threatening, but also strengthens the integrity of the dispute process.

Partners for Success: LEA-Child Welfare Collaborations to Support School Stability for Children in Foster Care

Room: Rainbow Spring

Monisha Cherayil, Attorney, Public Justice Center, Baltimore MD

Sharon Ochs, Coordinator, Pupil Personnel Services, Baltimore County Public Schools, Towson, MD

Bernard Hennigan, Homeless Education Liaison, Baltimore County Public Schools, Baltimore, MD
Judith Schagrin, Assistant Director for Children's Services, Baltimore County Department of Social Services, Baltimore, MD

Maryland's state and local educational agencies, child welfare agencies, and advocacy organizations are partnering to promote the educational stability and success of children in and transitioning from foster care, including those who are or were considered homeless under the McKinney-Vento Act. In this session, representatives from public schools, the child welfare system, and advocacy organizations will discuss these collaborations and their outcomes, including new state law and regulation, interagency memoranda of agreement governing the education of children in foster care, and protocols for data sharing between LEA and child welfare staff. Participants will explore strategies to create similar partnerships in their jurisdictions.

My Student in Need: If Not You, Who? Helping Students in Need without Spending a Dime

Room: Coral Spring I

Trish Kirschten, Families in Transition Liaison & Federal Projects Coordinator, Missoula County Public Schools, Missoula, MT

Kimberly Wombolt, Executive Director, My Student in Need/My Neighbor in Need, Great Falls, MT

Have you ever wished you could get a bike for a student so he could get to school, or a musical instrument so a student could participate in band or orchestra, or a mattress so a student could get a good night's sleep? How about supplying basic items such as shoes, clothes, and school supplies without breaking the bank? This presentation will introduce you to a unique partnership between your district and My Student in Need, a nationally recognized 501(c)3 non-profit, that will allow you to receive basic needs assistance for students who may be struggling in and outside of school. These activities occur in a private and nurturing manner, all while building a strong relationship between your school district and your community. Sound too good to be true? It's not!

Where do Ethics Come Into Our Programs?

Room: Coral Spring II

Michelle Swisher, School Social Worker, Spotsylvania County Schools, Fredericksburg, VA

Lisa Dolan, Lead School Social Worker, Spotsylvania County Schools, Fredericksburg, VA

Kathi Sheffel, Homeless Liaison, Fairfax County Public Schools, Fairfax, VA

Tami Eppolite, Social Worker, Fairfax County Public Schools, Fairfax, VA

This session will discuss the dilemmas and challenges in ethical situations when working with the McKinney-Vento population. We will offer problem-solving strategies and takeaway solutions to assist people who work with McKinney-Vento students and their families. The session will provide the opportunity to discuss internal and external ethical dilemmas that professionals face on a daily basis.

Understanding Resilience and Risk Among Students Experiencing Homelessness: New Research Findings

Room: Blue Spring I

J. J. Cutuli, Assistant Professor, Rutgers University – Camden, Camden, NJ

Janette Herbers, Assistant Professor, Villanova University, Villanova, PA

This session will explore a program of research investigating factors associated with protective processes among students who experienced homelessness in Minneapolis, MN. Findings consider protective factors at the levels of housing interventions, parenting, and individual characteristics, and their impact on school functioning and academic achievement. Data include a mix of administrative educational records, primary data collection with families in shelter, and random assignment to housing interventions through the Hennepin County site of the Family Options Study.

Evicted: Educating Families and Youth about Eviction Prevention, Tenants' Rights, and Housing Stability
Room: Blue Spring II

Carie Bires, Policy Manager, Ounce of Prevention Fund, Chicago, IL

Margaret Schuelke, Executive Director, Project Community Connections Inc., Decatur, GA

Jimiyu Evans, Director of Operations, Project Community Connections Inc., Decatur, GA

Heather Meyers, Staff Attorney-Housing, Southern Minnesota Regional Legal Services, Saint Paul, MN

Thousands of families face eviction each year and often become homeless as a result. History of eviction is also a major barrier to securing housing for families, thus perpetuating homelessness. This session will provide practical information for McKinney-Vento liaisons and other professionals who may support homeless families about how to help families prevent eviction, including securing legal assistance, as well as creative strategies for helping families find housing despite their many barriers. The session will also provide suggested approaches for how participants can shape policies and practices within their communities to direct more resources toward helping homeless families find and keep housing.

Concurrent Sessions 2; Sunday, October 30, 2016 - 2:00 - 3:15 p.m.

Taking the Next Step: How to Help Homeless Youth Access Financial Aid and Transition to College
Room: Regency Q

Cyekeia Lee, Director of Higher Education Initiatives, National Association for the Education of Homeless Children and Youth, Taylor, MI

Jennifer Martin, Director, University Financial Aid Compliance, Johns Hopkins University, Baltimore, MD

This session will provide resources and tips to help students select the best college, as well as best practices for designating single points of contact (SPOCs) on campuses and connecting students to resources. Presenters also will review the financial aid application process, making determinations of unaccompanied homeless youth status, the process of awarding financial aid, understanding budgets and award letters, searching for scholarships, and aid for undocumented students.

Local Homeless Liaisons: Building Your Capacity for McKinney-Vento Responsibilities
Room: Regency P

Diana Bowman, Senior Program Specialist, National Center for Homeless Education at The SERVE Center-UNCG, Browns Summit, NC

George Hancock, Director, National Center for Homeless Education at The SERVE Center-UNCG, Browns Summit, NC

The McKinney-Vento Act, reauthorized by ESSA in 2015, explicitly requires that local homeless liaisons have adequate capacity to fulfill their responsibilities. This session will build the capacity of local liaisons by helping them understand the requirements of their position, efficiently plan their program, carry out their responsibilities, and utilize available resources and tools, such as a needs assessment template and awareness training materials from the National Center for Homeless Education. Liaisons will share challenges and strategies for managing their work.

A New Congress, a New Administration: Homelessness Policy and Advocacy in 2017 and Beyond

Room: Regency U

Barbara Duffield, Director of Policy and Programs, National Association for the Education of Homeless Children and Youth, Washington DC

Allie Kimmel, Legislative Assistant, U.S. Senator Patty Murray, Washington DC (INVITED)

Amy Louttit, Public Policy Associate, National Network for Youth, Washington DC

Eric Masten, Director of Public Policy, National Network for Youth, Washington DC

Next year, a new Congress and a new Presidential Administration will attempt to tackle a range of issues that directly impact the lives of children, families, and youth experiencing homelessness: federal funding, higher education, the Runaway and Homeless Youth Act, and more. This session will provide an overview of these issues, as well as basic information on advocacy, including the difference between "lobbying" and "educating." Practical techniques for meetings, letters, phone calls, relationship-building, and using the media as an advocacy tool will be provided. Come learn what is at stake, and how you can make a difference!

New Federal School Protections for Children in Foster Care: What Educators Need to Know About the ESSA Provisions

Room: Regency V

Jess Lewis, Foster Care Education, Program Supervisor, Office of the Superintendent of Public Instruction, Olympia, WA

Shanna McBride, Program Manager, Educational Advocacy Program, Children's Administration, Washington State Department of Social and Health Services, Olympia, WA

The newly enacted Every Student Succeeds Act (ESSA) requires education agencies to ensure school stability and immediate enrollment protections for all children and youth in foster care. The new law requires collaboration between education and child welfare agencies at both the state and local level, including the development and implementation of local transportation procedures; reciprocal designation of points of contact; and the reporting of disaggregated data regarding academic outcomes. Learn about these new requirements, which go into effect on December 10, 2016, as well as specific strategies for implementation.

Beyond Buying an Alarm Clock: Improving Graduation Rates for Homeless Youth

Room: Manatee Spring I

Vicky Dill, Senior Program Coordinator, Texas Homeless Education Office, Austin, TX

Kathy Wigil, Homeless Population Specialist, Waco ISD, Waco, TX

Tyler Shoemith, Director of Family Support Services, North East ISD, San Antonio, TX

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How do some school districts manage to graduate 100% of their homeless youth? How is it possible that some homeless students attend school at a rate higher than students who are housed? Presenters will review the strong correlation between frequent student attendance tracking and student progress in credit accrual, grade promotion and graduation rates. We will share best practices that build school attendance without shaming parents or kids. This session will help school districts meet new requirements in the Every Student Succeeds Act pertaining to removing barriers to credit accrual, public reporting of disaggregated academic achievement and graduation data, and the professional development and technical assistance training of liaisons.

"I Don't Get No Respect": Liaison Credentialing, 2016

Manatee Spring II

Pam Kies-Lowe, State Coordinator for Homeless Education, Michigan Department of Education, Office of Field Services, Special Populations Unit, Lansing, MI

Karen Roy, Director of Special Projects, Mecosta-Osceola Intermediate School District, Big Rapids, MI

Meghan Daniel, Senior Education Consultant, Kickstand, LLC, Creators of Edify, Grand Rapids, MI

Tom Bieniewicz, Principal & Co-Founder of Kickstand, LLC, Kickstand, LLC, Creators of Edify, Grand Rapids, MI

At the 2015 NAEHCY Conference, we shared Michigan's developing program to increase the credibility of the homeless liaison role through professional development. We received many inquiries following that presentation; therefore, in 2016, we would like to share the updated collaborative framework, so that each state, regional and local McKinney-Vento program can develop a Liaison Credentialing Program aligned to the new ESSA regulations and its own indicators of success.

Preventing and Reducing Family Homelessness Through An Innovative School-Housing Partnership

Room: Barrel Spring

Elizabeth Hewson, Director of Housing, Hamilton Family Center, San Francisco, CA

Mary Richards, Executive Director, Student, Family & Community Support Division, San Francisco Unified School District (SFUSD), San Francisco, CA

The San Francisco Unified School District and Hamilton Family Center started a pilot program to address family homelessness in San Francisco's public schools through eviction prevention and rapid re-housing. This session will share the findings from the first year of this pilot program which has significantly reduced the length of time that families experience homelessness. The presenters will share the program design, outcomes, and lessons learned with a focus on how to replicate this in other communities.

Increase Student Health, Attendance, and Academic Achievement Through Enhanced Health Services: A Positive Partnership Between a School District and a Department of Health

Room: Silver Spring

Karen Barber, Director of Federal Programs, Santa Rosa County School District, Milton, FL

Leslie Adams, Health Nurse Supervisor, Department of Health Santa Rosa, Milton, FL

From the beginning logistics to amazing outcomes, participants will learn how to fund and establish enhanced health services for homeless students and their families, resulting in improved health, attendance

and academic achievement. A school district McKinney-Vento liaison and school health nurses will share their process for grant and program development, provider outreach, staff and student training, delivery of direct services, and increased resources. Now completing a third successful year, the staff will share the successes, challenges, and future plans that not only impact students' current health status, but lead to a healthy future!

Policy & Play: Infusing a Trauma-Informed Approach for Young Children in Family Shelter Settings, and Leveraging for Systems Change

Room: Rainbow Spring

Meghan Schafer, Playspace Program Director, Horizons for Homeless Children, Middleboro, MA

Emily Levine, Director of Policy and Advocacy, Horizons for Homeless Children, Roxbury, MA

Join us for a unique opportunity to learn about the impact of play on young children experiencing homelessness. In this hands on workshop, participants will learn about our statewide program that establishes partnerships with homeless shelters, designs and operates trauma informed spaces for children, trains and convenes shelter professionals, and leverages volunteers to improve the shelter system and political landscape. Participants will also get a chance to learn games and activities that help children regulate emotions, connect with others and heal.

Using Data to Drive Your Program to Improve Homeless Students' Outcomes

Room: Coral Spring I

Katie Morales, Children In Transition Program Coordinator, Washoe County School District, Reno, NV

Kyle Kemp, Data & Research Analyst, Washoe County School District, Reno, NV

Limited resources and the diverse needs of homeless students demand informed decision making. Using a district-wide comprehensive data tracking system, Children In Transition staff link student progress to resources and services provided. Staff review trends to prioritize resources and advocate for services and interventions. We will show how data from the Washoe County School District (WCSD) Infinite Campus Student Information System, Data Warehouse, and student voice is used to determine the impact of services, such as transportation, tutoring, and family support services. Using shared data enhances interdisciplinary approaches to supporting homeless students through counseling, academic instruction and community outreach.

How Supportive Housing Matters for Homeless Families: Strengthening Families, Parenting, and Children's Well-Being

Room: Coral Spring II

Leah Rhea, Senior Program Manager, CSH, Minneapolis, MN

Sarah Gillespie, Research Associate I, Urban Institute, Washington DC

This session will share lessons from a national supportive housing demonstration for homeless families in the child welfare system. We will discuss the program models, the families being served, system changes to support families, and early outcomes for families. We will discuss how supportive housing may lead to improvements in parenting, child outcomes, and family outcomes. Improved outcomes may include fewer school moves, better behavior, or lower incidence of illness. We will share replicable examples from the

demonstration of how housing, child welfare, and supportive service agencies are working together to improve child well-being and help families meet their goals.

Changing the Script: Using Literacy Strategies to Spark Creativity and Hope

Room: Blue Spring I

Abigail Wengerd, Mobile Mental Health Therapist, Mercy Behavioral Health, Pittsburgh, PA

Laura Wengerd, Literacy Consultant, Homeless Children's Education Fund, Oakmont, PA

A story often lures us in through a compelling character, and often we stay because the world they inhabit is so rich. Stories offer so much more than the new people, situations, and worlds we encounter. For children experiencing homelessness, these stories offer a chance to move beyond their lived experience, offer hope, and a tool that can help them cope with current circumstances. Our brains, through mirror neurons, allow us to experience story the same as real life experiences. We will look at how literacy can be a powerful tool through our experiences working with children in shelters, and offer creative strategies to help struggling students.

Partnering in South Carolina to Increase Access to High Quality Child Care: Child Care Voucher Homeless Initiative

Room: Blue Spring II

Diana Tester, Policy Analyst, University of South Carolina, Columbia, SC

Christi Jeffcoat, SC Voucher Program Control Center Supervisor, South Carolina Department of Social Services, Columbia, SC

Linda Mirabal-Pace, McKinney-Vento State Coordinator/ Title I, South Carolina Department of Education, Columbia, SC

Homelessness puts children at increased risk of health problems, developmental delays, and academic underachievement. Yet families experiencing homelessness face barriers to programs and services that support healthy child development. The Child Care and Development Block Grant Act of 2014 included new provisions designed to address barriers and improve access. The South Carolina Department of Social Services created the Childcare Voucher Homeless Initiative in partnership with the State Department of Education, the Coalition for the Homeless, and USC's Child Development Research Center. This session will share the partnership development, barriers, best practices, and data from this first year.

Concurrent Sessions 3; Sunday, October 30, 2016 - 3:45 - 5:00 p.m.

Impact Wednesday: Removing Barriers to Housing, Providing Services, and Ensuring Academic Success

Room: Regency Q

Kerry Wrenick, McKinney-Vento Liaison, Kansas City, KS Public Schools, Kansas City, KS

Desiree Monize, Executive Director, Avenue of Life, Kansas City, KS

Homeless students need housing and wrap-around services to meet their varied and complex needs. Impact Wednesday is a one-stop resource for homeless families who have been referred by the KCKPS McKinney-Vento Program. Collaborative partnerships with varied housing and service providers offer housing and services to move our families out of homelessness. We focus on the child, with the goal of high school

graduation and independence. To date, we have housed 53 families (180 children) and diverted 10 families from homelessness. The model is being replicated in other counties in the state, and adapted to serve unaccompanied homeless youth. Come learn how you can start Impact Wednesdays in your community.

Launch the Frog! Nurturing Resilience in Children and Youth

Room: Regency P

Patricia Julianelle, Director of State Projects and Legal Affairs, NAEHCY, Washington DC

Courtney Smith, NAEHCY Young Leader, NAEHCY, Detroit, MI

Lizzy Shoben, NAEHCY Scholar, NAEHCY, Sarasota, FL

Kirstin Gutierrez, NAEHCY Scholar, NAEHCY, Sarasota, FL

Many children and youth are able to overcome the trauma and challenges associated with homelessness and find success in school and work. Research has shown that resilience is ordinary, not extraordinary, and anyone can learn the behaviors, thoughts and actions that comprise resilience. This session will provide a brief overview of research on resilience and actions school staff and others can take to nurture resilience in young people. Most importantly, four young people will share practical advice about their own experiences with resilience and how adults in their lives have helped them succeed.

Accessing Child Nutrition Programs in Your School and Community

Room: Regency U

Jessica Hewins, Senior Child Nutrition Policy Analyst, Food Research and Action Committee, Washington, DC

Tina Namian, Branch Chief, School Meals Branch, USDA Child Nutrition Programs, Alexandria, VA

Access to free meals in school and when school is out of session is critical for children and youth experiencing homelessness. When students are hungry, both their health and academic achievement suffer. Luckily, federal policies eliminate most barriers to school meals for students who are homeless. This expert panel will provide information and answer your questions about access to school meals and related child nutrition programs. Topics covered will include eligibility, unaccompanied youth, community eligibility, summer and after-school food programs, and the Child and Adult Care Food Program.

Unaccompanied Youth Homelessness 101

Room: Regency V

Eric Masten, Director of Public Policy, National Network for Youth, Washington DC

Amy Louttit, Public Policy Associate, National Network for Youth, Washington DC

Unaccompanied youth experiencing homelessness are, by definition, making their way through life and their educational careers without a parent or guardian to turn to legally or for support. There are resources for housing and supportive services available to this demographic, but sometimes it is difficult to know what to look for or what might be appropriate. Join the National Network for Youth for a look at what programs are accessible to these young people, how to access them, and where they fit into a Proposed System to End Youth and Young Adult Homelessness. Participants of this session will receive a hard copy of NN4Y's Proposed System, as well as a resource guide with brief descriptions of the programs to be discussed.

Making Connections for College Students Facing Housing Instability: A Barrier Assessment Model

Room: Manatee Spring I

Robin Kimberlin, Social Work Sr., Student Social Services/University of Missouri -St. Louis, Saint Louis, MO

Shilo Smith, Graduate Assistant, Student Social Services/University of Missouri St. Louis, Saint Louis, MO

Our presentation will begin with an overview of research related to homelessness in higher education. We will share impressions about visibility and outreach to students facing housing insecurity at the University of Missouri--St. Louis, providing some context about the larger community. We then will share our barrier assessment tool, how it was created, how we implement it, and the interventions we have utilized on our campus. We will close the session with a discussion of challenges and supports experienced in the field.

Is There an (Un)met Need Behind the Behavior? Reflective Practices to Identify and Meet the Needs of Young Homeless Children

Room: Barrel Spring

Kresta Horn, Director of Children and Youth Services, UMOM New Day Centers, Phoenix, AZ

Young children who are homeless often exhibit challenging behaviors due to the sheer impact of their traumatic experiences. This session will help participants learn how to identify behaviors that may result from trauma, as well as possible triggers for the behavior. Participants will practice applying strategies to address these behaviors, and reflect on their effectiveness. By practicing being reflective and gaining tools to support children, educators and service providers will have a deeper understanding that children aren't bad, and even behaviors aren't bad, when the needs behind the behaviors are identified and addressed.

Understanding Rural Homelessness: A Hidden Epidemic

Room: Silver Spring

Wendy Kinnear, Regional Coordinator, PA, Education for Children & Youth Experiencing Homelessness Program, Midwestern Intermediate Unit IV, Grove City, PA

In rural areas, many students experiencing homelessness are not identified or served. The reasons for this vary: cultural norms that make school district personnel hesitant to identify students, lack of understanding of federal definitions, stigma surrounding the label of "homeless," lack of supports and services, and pervasive perceptions of homelessness as a primarily urban issue. This workshop will explore the differences between urban, suburban and rural homeless populations, and explore ways to overcome common barriers encountered by families and children living in "the country." We will discuss building natural supports when formal services are limited, as well as creative approaches to serving students in rural areas.

Academic Access and Achievement for Homeless Students: Improving High School and Postsecondary Outcomes through Community, Curriculum and Coaching

Room: Manatee Spring II

Diana Black, Vice President, The Orange Duffel Bag Initiative, Atlanta, GA

Michael Daly, President, The Orange Duffel Bag Initiative, Atlanta, GA

The Orange Duffel Bag Initiative (ODBI) has served homeless students in various Georgia counties for the past four years. This session will highlight a solution that has worked for both high school and college students experiencing homelessness. Case studies and independent evaluations of student outcomes from ODBI's coaching program, advocacy, and community collaborations will be presented. ODBI's Coaching for College Completion pilot project to help at-risk and homeless college freshmen and sophomores stay on track to achieve post secondary success will also be included. Learn how collaborations with homeless liaisons, businesses, and higher education can result in students staying on track toward their educational success.

Will There Be Anyone That Looks Like Me? Starting a Conversation with Homeless Children about Race and Privilege

Room: Rainbow Spring

Abigail Wengerd, Adult Mobile Mental Health Therapist, Mercy Behavioral Health, Pittsburgh, PA

Laura Wengerd, Literacy Consultant, Homeless Children's Education Fund, Oakmont, PA

Often children experiencing a homeless episode move into a shelter, neighborhood, or area unlike the community where they were residing. Being able to dialogue with students experiencing homelessness regarding race related issues is therefore important. These conversations may be especially difficult for white educators and providers who have not had to think much about their racial identity or privilege. An overview will be given of white privilege before presenters share experiences talking with students around race-related issues. We will offer participants a chance to dialogue with one another around different race-related scenarios, discuss personal experiences, and offer thoughts around race-related issues to be considered.

Bringing Education Home: Building Partnerships to Improve Educational Outcomes

Room: Coral Spring I

Abra Lyons-Warren, Senior Program & Policy Manager, Council of Large Public Housing Authorities, Washington DC

Jan Wichert, Director, Employee and Resident Relations, Vancouver Housing Authority, Vancouver, WA

Alishia Topper, Director of Strategic Partnerships, Vancouver Public Schools & City Council Member, Vancouver, WA

Tamara Shoup, Director of Family Engagement, Vancouver Public Schools, Vancouver, WA

Housing is a critical first step to stabilize children and youth experiencing homelessness, but housing alone is not sufficient to help low-income children improve their educational—and ultimately life—outcomes. This session will provide an overview of the general housing-education partnership landscape in the United States, and the benefits of combining housing and school efforts. We will present on the success of the Vancouver Housing Authority in their partnerships with Vancouver Public Schools and Council for the Homeless to house this population and boost positive educational outcomes. This session explores why connecting education and housing is so critical and how to initiate and strengthen such partnerships in your community.

Youth Risk Behavior Survey: Using School-Based Self-Reporting to Understand Youth Who Experience Homelessness

Room: Rainbow Spring

Abigail Wengerd, Adult Mobile Mental Health Therapist, Mercy Behavioral Health, Pittsburgh, PA

Laura Wengerd, Literacy Consultant, Homeless Children's Education Fund, Oakmont, PA

Often children experiencing a homeless episode move into a shelter, neighborhood, or area unlike the community where they were residing. Being able to dialogue with students experiencing homelessness regarding race related issues is therefore important. These conversations may be especially difficult for white educators and providers who have not had to think much about their racial identity or privilege. An overview will be given of white privilege before presenters share experiences talking with students around race-related issues. We will offer participants a chance to dialogue with one another around different race-related scenarios, discuss personal experiences, and offer thoughts around race-related issues to be considered.

Bringing Education Home: Building Partnerships to Improve Educational Outcomes

Room: Coral Spring I

Abra Lyons-Warren, Senior Program & Policy Manager, Council of Large Public Housing Authorities, Washington DC

Jan Wichert, Director, Employee and Resident Relations, Vancouver Housing Authority, Vancouver, WA Alishia Topper, Director of Strategic Partnerships, Vancouver Public Schools & City Council Member, Vancouver, WA

Tamara Shoup, Director of Family Engagement, Vancouver Public Schools, Vancouver, WA

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Youth Risk Behavior Survey: Using School-Based Self-Reporting to Understand Youth Who Experience Homelessness

Room: Coral Spring II

Dr. J.J. Cutuli Assistant Professor, Rutgers University, Camden, NJ

Joe Willard, Vice President for Policy, People's Emergency Center, Philadelphia, PA

Sarah Slautterback, State Coordinator, Office for the Education of Homeless Children and Youth, Massachusetts Department of Elementary and Secondary Education, Malden, MA

Dr. Mary Haskett, Professor, North Carolina State University, Raleigh, NC

Youth who experience homelessness are often difficult to identify and serve. Meanwhile, underrepresentation of youth homelessness and related challenges have contributed to a lack

of recognition and/or prioritizing of this group by school districts and policymakers. The Youth Risk Behavior Survey (YRBS) can provide unique data on youth homelessness. This session will show how some states used the YRBS to engage school district administrators in the need for more services and to improve work with local Continuums of Care. We also will explain how you can add housing questions to your state's YRBS.

Leading from the Middle: Liaisons as Change Agents

Room: Blue Spring I

Casey Gordon, Special Populations Consultant, Kent ISD, Grand Rapids, MI

Liaisons are the critical link between students experiencing homelessness and school success. Yet, liaisons often encounter barriers within their own school systems and communities that prevent them from working on behalf of students and families. This session will focus on how liaisons can lead from the middle by examining their role as change agents within their districts. Participants will explore how change theory applies to them, identify the “why” of their work, and practice crafting their message on student needs for a variety of different audiences, including administrators, teachers, and community members.

Research Trends on Enrollment and Achievement for Homeless Students

Room: Blue Spring II

Jennifer Erb-Downward, Principal Policy Analyst, Institute for Children, Poverty & Homelessness, New York, NY

Josef Kannegaard, Principal Policy Analyst, Institute for Children, Poverty, and Homelessness,
New York, NY

Data can be a powerful tool for tracking how successful states and school districts are in reaching homeless students. In this session, participants will learn how data can be used to start conversations about meeting the long-term challenges created by homelessness. Building on rankings published in The American Almanac of Family Homelessness, new analysis shows that many states have significantly improved how well homeless students of all ages are being identified and connected with services. The importance of these efforts is made clear by drilling down in to the largest school district in the country, New York City, where new research shows the lasting impact homelessness can have on a student's success even once they are housed.

Concurrent Sessions 4: Monday, October 31, 2016 - 10:30 - 11:45 a.m.

Supplementation Nutrition Assistance Program (SNAP) Access for Youth and Families Experiencing Homelessness

Room: Regency Q

Cindy Huddleston, Staff Attorney, Florida Legal Services, Tallahassee, FL

SNAP is a critical benefit to provide food to youth and families experiencing homelessness, but the rules can be complex. This session will clear up issues such as: Is it possible to get SNAP benefits without a photo ID or permanent address? What is a "household?" Can unaccompanied youth under 18 get SNAP separate from their parents? Can college students get

SNAP? And how do the new ABAWD (Able-Bodied Adult Without Dependents) rules affect unaccompanied youth? Come get the answers to these and all your SNAP questions from an experienced public benefits attorney.

Credit Deficient? Not a Problem! Creating and Implementing a Comprehensive Credit Recovery Program for Homeless and At-Risk Students

Room: Regency P

Hannah Robinson, Academic Counselor/Outreach Coordinator /Homeless Liaison, Pacific Charter Institute/Heritage Peak Charter School, Sacramento CA

Ruby McDowell, Site Leader, Pacific Charter Institute / Heritage Peak Charter School, Sacramento, CA

Students experiencing homelessness struggle to maintain their academics due to uncontrollable circumstances in their lives. ESSA puts new emphasis on graduation through credit accrual and other new provisions. Offering an expedited credit recovery program is key to implementing the new provisions and increasing educational success. Our program offers a modified block schedule with individualized student plans, allows students to focus more in depth on fewer subjects at a time, facilitates deeper understanding, and alleviates the anxiety that many youth have dealt with throughout their educational experience. This program helps at-risk youth graduate in a timely manner while being connected to support services.

Voices of Youth

Room: Regency V

Barb Dexter, Secondary Teacher Specialist, Anchorage School District, Anchorage, AK

This session provides an opportunity to hear directly from NAEHCY scholars who have experienced homelessness and/or involvement in the child welfare system. Come learn about the barriers the students experienced, as well as the strategies, people, and resources that were helpful in overcoming these barriers.

Rural Homeless Education Programs

Room: Manatee Spring I

Mickey Sullivan, Assistant Director Homeless Programming, Regional Office of Education #21, Marion, IL Christy Emery, Area Liaison, Regional Office of Education #30, Murphysboro, IL

Brandy Sechrest, Area Liaison, Regional Office of Education #12, Robinson, IL
Johna Schullian, Director Homeless Programming, Regional Office of Education #21, Marion, IL

The image of an individual sleeping on the street, visible to those passing by, is much less frequent in rural America. This reality can create barriers related to identification of students and families who do not have stable housing. This session will look at the unique challenges presented when working with those experiencing homelessness and poverty in rural settings. We will discuss practical tips and strategies for improving identification, working with limited services, overcoming stigma, training district homeless liaisons, and building local support networks.

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Mary T. Schmitz, Mindfulness Education Specialist, ISD 728, Elk River Area Schools, Rogers, MN

Why Early Identification Matters: Raising School Awareness of Special Education Needs Among Homeless Students

**Anna Shaw-Amoah, Senior Policy Analyst, Institute for Children, Poverty & Homelessness,
New York, NY**

UNLV HOPE Scholars Program: Clark County School District and University of Nevada Las Vegas

Room: Silver Spring

Kelly-Jo Shebeck, Title I HOPE Coordinator, Clark County School District, Las Vegas, NV
Stacia Ladson, Title I HOPE Project Facilitator, Clark County School District, Las Vegas, NV
Velvette Williams, Title I Student Success Advocate, Clark County School District, Las Vegas, NV

Richard Clark, Executive Director of Housing University of Nevada Las Vegas, Las Vegas, NV

Students experiencing homelessness struggle to navigate the school system throughout high school. This is even more difficult for unaccompanied youth who do not have family support. Many students who succeed, despite their obstacles, look to higher education for the next phase of their lives. This session will show how school districts and higher education institutions are able to collaborate on high school tracking, college admissions, the financial process, housing, and student support services. The result: the first group of UNLV HOPE Scholars has been admitted into the University of Nevada, Las Vegas with a gap scholarship that will support unaccompanied homeless youth academically, socially, and financially for the next four years.

Standards-Based Analysis of Homeless Student Outcomes

Room: Rainbow Spring

Eric McGhee, Program Manager, Georgia Department of Education, Atlanta, GA

Deirdre Lynch Smith, Program Consultant, Georgia Department of Education, Atlanta, GA

The Georgia Department of Education annually requires local school districts to collect data regarding homeless youth and the educational support services provided. For the last couple of years, the data collected has included nationally recommended standards from the National Center for Homeless Education (NCHE). School districts in Georgia now have the information needed to direct activities and services to the greatest areas of need as they implement their McKinney-Vento programs. Participants in this session will discover strategies to collect reliable needed information. Moreover, participants will plan ways to effectively use the data to improve McKinney-Vento program implementation.

Parenting Teens: Securing Education and Services for Young Parents and Their Children

Room: Coral Spring I

Judith Dittman, Executive Director, Alternative House, Dunn Loring, VA

Amy Louttit, Public Policy Associate, National Network for Youth, Washington, DC

You will leave this session equipped with practical strategies to support parenting teens in several ways, including how to build positive collaborations among early childhood programs, youth programs, and school districts; how to keep young parents connected to school; how to obtain early childhood education services; and how to connect parenting youth with public benefits like TANF, SNAP and Medicaid. You also will learn about the Assisting Young Mothers Program, which provides housing and counseling to homeless young women, age 16 to 24, who are pregnant or have young children. AYM graduates are able to support themselves and their children when they leave the program.

Opening Doors: Aligning Priorities and Accelerating Progress to Prevent and End Youth Homelessness

Room: Coral Spring II

Jasmine Hayes, Deputy Director, US Interagency Council on Homelessness, Washington DC

Joaquin Tamayo, Director, Strategic Initiatives, Department of Education, Washington DC

Kevin Solarte, Special Assistant - Homeless Policy, HUD, Office of the Secretary

In 2015, the United States Interagency Council on Homelessness took important steps forward by providing, and calling on communities to work towards, a vision of a coordinated community response to youth homelessness. Federal agencies committed to actions to support local implementation of this response. Participants will learn about innovative practices and the role of federal agencies and partners, including: interagency regional strategies, implementation of coordinated entry, a new demonstration project, and development of a shared understanding of what an end to 'youth homelessness' means. Participants will engage with federal partners about roles and opportunities for education partners to advance the goals of Opening Doors.

Room: Blue Spring

Brandy Sincyr Policy Analyst, Columbia Legal Services, Seattle, WA

Improving School-Based McKinney-Vento Implementation by Developing Intentional and Effective Homeless Education Professional Development

Christine Cantrell, Title X Grant Program Monitor, Pinellas County Schools, Palm Harbor, FL

With the new amendments to the McKinney-Vento Act under ESSA comes the increased need to ensure school-based implementation of the law with fidelity. This session will highlight best practices for designing an intentional and effective homeless education professional development program that focuses on McKinney-Vento implementation in the schools. Participants will be provided with information on how to tailor the professional development to meet the needs of specific school-based personnel and tips for providing in-service credit. Participants will learn how to incorporate the use of adult learning strategies and activities to ensure active engagement, and how to develop intentional job-embedded follow-up support.